

WINTHROP HIGH SCHOOL

Facing History and Ourselves Course Syllabus

Honors

Contact information	
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Extra help hours	Monday-Friday 2-2:25 pm Test make ups are Wednesdays only

Course Overview:

Facing History and Ourselves examines how individuals engage in their community and society. It further examines how stereotypes and prejudices often times divide communities and groups of people, which can often lead to extreme forms of hate that come in the forms of discrimination, segregation, and genocide. Facing History offers a sociological view using these concepts throughout the examination of several case studies: the Armenian Genocide, the Holocaust, the Nanjing Atrocities, Reconstruction and the Fragility of Democracy, Choice in Little Rock, and 2 mini case studies; the Aborigines and the Rwandan Genocide.

The two areas that students will examine throughout these case studies are: (1) identifying and reducing prejudice, and (2) advocating collective action. Unit and lesson plans use the time-tested Social Justice Standards, the Teaching Tolerance Curriculum, and the Facing History and Ourselves published textbooks.

Unit Breakdown By Quarter:

Quarter	Project	Days	Unit Name	Test
1	World Religions Brochure	10	Unit 1: The Individual and Society	No Test
		14	Unit 2: The Armenian Genocide	Unit 2 Test
2	The Holocaust Presentation	25	Unit 3: The Holocaust	Unit 3 Test
MIDTERM EXAM				
3	Case Study Presentation	20	Unit 4: The Nanjing Atrocities	Unit 4 Test
4	Monuments and Memorials	21	Unit 5: Reconstruction and the Fragility of Democracy and Choice in Little	Unit 5 Test
		12	Unit 6: Mini Studies; the Aborigines and the Rwandan Genocide	No Test
FINAL EXAM				

Classroom Expectations and Policies:

<u>Leaving the room:</u> For 5 minutes, once per class, and take the pass.	Use appropriate language while in the school building and room. This includes; gestures, as well as written and spoken words.
<u>Tardy:</u> <input type="checkbox"/> Students may NOT be late to class without a signed pass from a faculty member. <input type="checkbox"/> If a student is late and does not bring a pass they may not leave class that block.	<u>Eating and drinking:</u> <input type="checkbox"/> Students may eat and drink respectfully in the classroom. <input type="checkbox"/> Snacks should be appropriate, and not distracting. <input type="checkbox"/> Students must clean up after themselves. <input type="checkbox"/> The teacher reserves the right to not let you eat in class if it is becoming disruptive, or messy.
<u>Skippping class:</u> <input type="checkbox"/> Student is written up and will receive administrative detentions. <input type="checkbox"/> It counts as an absence in the	<u>Chromebooks:</u> <input type="checkbox"/> Chromebooks are to be used for doing history work; not watching videos, or working on non-history work. <input type="checkbox"/> The only appropriate computer to use in class

<p>class skipped, which goes to AF-ing the class.</p> <p><input type="checkbox"/> Students may not submit work completed that day in class, or that was due that day in class.</p>	<p>is your WHS Chromebook so GoGuardian may be utilized.</p>
<p><u>Cell phones:</u></p> <p><input type="checkbox"/> Cell phones, and headphones/airpods should be away and kept in backpacks for the entire class.</p> <p><input type="checkbox"/> Points will be deducted from student's participation and preparedness grade, and tests/exams for using cell phones.</p>	<p><u>AI:</u></p> <p>AI generators are never to be used at any stage of the writing process--brainstorming, outlining, pre-writing, writing, editing. The point of writing is to use your own brain, and AI generators do the thinking for you. This is cheating and not demonstrating what the student knows.</p>
<p><u>Cheating and plagiarizing:</u></p> <p>"Cheating and Plagiarizing is unacceptable and any student who cheats or plagiarizes on an examination, or any other assignment, shall receive a zero, and may not make-up such work, the instructor, will then notify the parent/guardian, and will privately admonish the student" (WHS Handbook). This includes copying and pasting from the internet (rule of thumb is 3, or more words), using an AI generator, or submitting work that has already been submitted by a current, or past student.</p>	
<p>For all other behavior, and technology (including cell phone) expectations while at school please see the Winthrop High School Handbook.</p>	

Classroom Procedures:

<p>For all rubrics referenced in this section, please see the course rubrics section.</p>	
<p><u>Classwork:</u></p> <p><input type="checkbox"/> Classwork includes collaborative activities, worksheets, graphic organizers, reading and questions, video sheets, and guided notes.</p> <p><input type="checkbox"/> Classwork assignment's due date and time is posted and is not taken late.</p> <p><input type="checkbox"/> Students will be graded on the number of questions they got correct (including completeness) out of total questions on the assignment, plus 1</p>	<p><u>Guided notes (GN):</u></p> <p><input type="checkbox"/> Guided Notes are taken by students during lecture.</p> <p><input type="checkbox"/> Each section of notes will be graded as a classwork grade.</p> <p><input type="checkbox"/> Classwork is not taken late.</p> <p><input type="checkbox"/> 5 points fully done Guided Notes, 4 points 1-4 missing notes, 3 points 5-9 missing notes, 2 points half the notes are missing.</p>

point for effort and submission.	
<u>Homework:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Homework will be assigned 3 nights per week. <input type="checkbox"/> Each student gets <u>ONE</u> homework assignment pass (exemption) for the entire school year. <input type="checkbox"/> Homework assignment's due date and time is posted and is not taken late. <input type="checkbox"/> Students will be graded on the number of questions they got correct (including completeness) out of total questions on the assignment, plus 1 point for effort and submission. 	<u>Participation and preparedness grade:</u> <ul style="list-style-type: none"> <input type="checkbox"/> A participation and preparedness grade will be given on a bi-weekly basis and will count as a classwork grade. <input type="checkbox"/> It is designed to evaluate how you demonstrated your content knowledge both spoken and written, preparedness in coming to class, and behavior in class. <input type="checkbox"/> A 25-point rubric is used to grade participation and preparedness (see page 7 for rubric).
<u>Unit tests:</u> <ul style="list-style-type: none"> <input type="checkbox"/> The format is; 25 multiple-choice and 2 open responses, taken at the end of each unit. <input type="checkbox"/> If a test is block 1 on a Friday, our class will not watch Wake Up Winthrop. <input type="checkbox"/> A study guide is provided with the content on the multiple choice section, and the open response questions are given verbatim. <input type="checkbox"/> See page 8 for open response rubric. <input type="checkbox"/> If a student is absent the day of a unit test they are responsible to make up their multiple-choice on the nearest Wednesday. Multiple-choice questions are 1 point each and open responses are graded using a 15-point rubric. 	<u>Projects:</u> <ul style="list-style-type: none"> <input type="checkbox"/> 1 project is given per quarter. <input type="checkbox"/> Projects will receive a 10-point deduction for each day it is handed in late. <input type="checkbox"/> If a student is absent the day a project is due, they must submit a picture of the non-digital component and submit the digital component to the project's Google Classroom assignment portal on the due date by 2:00 pm.
<u>Midterm exam:</u> A midterm is given in January. The study guide is released before December break.	<u>Final exam:</u> A final is given in May to seniors and June to juniors. The study guide for seniors is released before April break for the senior exam. The study guide for juniors is released before Memorial Day weekend for the junior exam.
<u>Sub work:</u> If I am absent from school I will post a message on Google Classroom and the work	<u>Absent work:</u> "Students must accept the responsibility of all make-up work caused by absences, teachers

expectations for that day I am not in class. I expect that you act as if I were in the classroom and follow the directions I leave.	will provide students with one (1) day per day for <u>excused</u> absences unless there are extenuating circumstances, students must complete work missed as a result of any absence (excused or unexcused) in the required time of one (1) day per day of absences” (WHS Handbook). See your individual assignments for absent due dates and times on Google Classroom.
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Assignment Submissions:

<u>Digital Submission</u> Submit directly to Google Classroom.	<u>Hard Copy Submissions</u> Submitted directly to teacher.
<u>Include:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Connection Questions <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Worksheets/Reading Questions 	<u>Include:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Guided Notes <input type="checkbox"/> Video Sheets <input type="checkbox"/> Collaborative Classwork Activities <input type="checkbox"/> Unit Tests <input type="checkbox"/> Midterm and Final Exams
<p>Projects can have both digital components and hard copy components. The digital component(s) should be submitted to Google Classroom, while the hard copy component(s) should be brought to class. In the even the project is something difficult to carry students may drop it off before school.</p>	

Required Class Material:

Bring all your materials to class so that you don't have to leave and are best prepared to work on that day's assignments.

- ☐ 1.5-inch binder
- ☐ Pen/pencil
- ☐ Chromebook
- ☐ Chromebook charger

Facing History and Ourselves Textbook:

Students are not issued a hard copy of the textbook, they will use an online PDF version on Google Classroom. All textbooks are published by Facing History and Ourselves.

Main textbook:

- ☐ Facing History and Ourselves: Holocaust and Human Behavior

Secondary textbooks:

- ☐ Crimes Against Humanity and Civilization: The Armenian Genocide
- ☐ The Nanjing Atrocities: Crimes of War
- ☐ The Reconstruction Era and the Fragility of Democracy
- ☐ Choices in Little Rock

Course Grade Breakdown:

All grades can be accessed on Google Classroom (grades with specific rubrics) and Power School (officially used for quarter, and year-to-date grades)

Term Grades	Year Grade
Tests and Projects: 50%	Quarters: 20% EACH
Classwork: 25%	Midterm Exam: 10%
Homework: 25%	Final Exam: 10%
Midterm and final exams not on quarter grades	

Course Rubrics: These will be attached to Google Classroom assignment portal.

Participation and Preparedness Rubric			
This rubric is used bi-weekly as a classwork grade that is designed to evaluate how students demonstrated their content knowledge both spoken and written, preparedness in coming to class, and behavior in class during class in a specific two-week period.			
Engagement	(5 points) - Fully engages both verbally and through written work to the class material by offering quality original ideas, and offering quality original answers. - Is on task and doesn't need to be redirected during class time.	(4 points) - Sometimes engaged both verbally and through written work to the class material by offering emerging ideas, and by offering emerging answers. - Is often on task, but sometimes needs to be redirected during class time.	(3 points) - Rarely engages verbally, or through written work to class material, and doesn't offer answers. - Needed to be redirected frequently during class time.
Knowledge	(5 points) Accurately expresses higher order thinking knowledge on assignments by offering original detailed summaries, and analysis.	(4 points) Expresses some higher order knowledge on assignments by offering original explanations, and summaries.	(3 points) Minimal expression of higher order thinking on assignments there is emerging understanding and recall.
Preparedness	(5 points) Always prepared for class with completed assignments either in hand or submitted on Google Classroom. All required material brought to be successful is brought to class.	(4 points) Sometimes prepared with completed assignments either in hand or submitted on Google Classroom. Required materials brought to class sometimes.	(3 points) Frequently unprepared with completed assignments and required materials.
Technology	(5 points) - Cell phones are never an issue. - Headphones/airpods are never an issue. - Chromebooks are used for the work being completed during class.	(4 points) - Cell phones are sometimes an issue. - Headphones/airpods are sometimes an issue. - Chromebooks are mostly used for the work being completed during class.	(3 points) - Cell phones are usually an issue. - Headphones/airpods are usually an issue. - Chromebooks are not constantly used for the work being completed during class.
Attitude and Behavior	(5 points) Constantly positive and has a cooperative attitude and behavior during class as a whole group, in partners, or independently. Student is always attentive during class.	(4 points) Usually positive and cooperative attitude and behavior during class as a whole group, in partners, or independently. Student is mostly attentive during class.	(3 points) Minimally positive and cooperative attitude and behavior during class as a whole group, in partners, or independently. Student is inattentive during class.

Open Response Rubric				
This rubric is used for all open responses.				
Completeness of Response	(3 points) Fully and directly answers all parts of the prompt; nothing is left out or vague.	(2 points) Answers the question clearly but may not fully address every part.	(1 point) Partially answers the question; some parts are missing or off-topic.	(½ point) Response is unclear, incomplete, or does not address the prompt.
Use of Specific Evidence	(5 points) Provides an appropriate number of accurate, specific, and relevant historical examples that strongly support the response.	(4 points) Includes some specific and mostly accurate historical evidence; may lack depth or detail.	(3 points) Provides limited, vague, or partially inaccurate evidence.	(2 points) Provides little or no relevant evidence. May include inaccuracies.
Analysis	(5 points) Clearly explains how and why the evidence supports the argument. Demonstrates deep understanding of historical cause and effect, change over time, or significance.	(4 points) Explains evidence but may be somewhat superficial or general in analysis. Shows basic historical understanding.	(3 points) Limited explanation or weak connection between evidence and argument. Lacks insight.	(2 points) Analysis is minimal, incorrect, or absent. No connection made between evidence and ideas.
Organization and Clarity	(2 points) Well-organized and easy to follow; ideas flow logically; writing is clear and precise.	(1.5 points) Generally organized and understandable; some minor issues with flow or clarity.	(1 point) Somewhat disorganized or confusing; transitions and structure need work.	(½ point) Very disorganized or unclear; difficult to follow.

Winthrop High School's Vision of the Graduate:

Winthrop High School strives to ensure its graduates are able to become productive citizens of their town, their state, and their nation. To do this, the school in 2011 embraced the following learning objectives, on which students are evaluated quarterly (on report cards). Taken together, they express a community vision for what we want our graduates to be, know, and do.

WHS students will become...

Critical Thinkers:

- ☐ They will use, apply, and evaluate multiple problem-solving strategies in a variety of disciplines.
- ☐ They will be able to select, organize, and evaluate new ideas.
- ☐ They will demonstrate the ability to actively and critically read.
- ☐ They will develop the skills and acquire the knowledge necessary to prepare them for college and career success
- ☐ They will be able to set priorities, and manage their time and tasks.

Effective Communicators:

- ☐ They will communicate ideas and information with clarity and with an understanding of their audience.
- ☐ They will integrate and use a variety of communication forms.
- ☐ They will listen effectively and respond appropriately to spoken communication.
- ☐ They will master standard English-language conventions.

Conscientious Citizens:

- ☐ They will be aware of, and follow, their community's rules and laws
- ☐ They will respect themselves and the community at large.
- ☐ They will be aware of and respect social and cultural diversity.
- ☐ They will understand, promote, and show the importance of hard work to achieve success.
- ☐ They will own their mistakes, and will learn from them.

Creative Achievers:

- ☐ They will show curiosity and enthusiasm in everything they do.
- ☐ They will work and think originally.
- ☐ They will appreciate the arts in their many forms.
- ☐ They will select, organize, and develop innovative ideas.
- ☐ They will build off the ideas of others.

Facing History and Ourselves Curriculum Content Map:
(Teaching Tolerance Curriculum Standards)

The Social Justice Standards are a set of anchor standards and age-appropriate learning outcomes divided into four domains—Identity, Diversity, Justice and Action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The standards are leveled for every stage of K–12 educations, and include school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom. Teaching about identity, diversity, justice, and action (IDJA) allows educators to engage a range of anti-bias, multicultural, and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Prejudice reduction seeks to minimize conflict and generally focuses on changing the attitudes and behaviors of a dominant group. Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups. The standards recognize that, in today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action. Custom unit and lesson plans using the Social Justice Standards from the Teaching Tolerance curriculum were designed to incorporate the anchor standards in unit 1 and be further examined and used in the case studies selected for each unit.

Identity Standards		
Anchor Standards	Code	Grade Level Outcome
Identity 1	ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
Identity 2	ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
Identity 3	ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
Identity 4	ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
Identity 5	ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.

Diversity Standards		
Anchor Standards	Code	Grade Level Outcome
Diversity 6	DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
Diversity 7	DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
Diversity 8	DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Diversity 9	DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
Diversity 10	DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

Justice Standards		
Anchor Standards	Code	Grade Level Outcome
Justice 11	JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
Justice 12	JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
Justice 13	JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
Justice 14	JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
Justice 15	JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.